DOCUMENT RESUME

ED 216 095 CE 031 906

AUTHOR Singer, Norman M.

TITLE Promotion of Collaborative Studies among RCUs. A Continued Chronology of Activities through 1981.

INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE Jan 82
CONTRACT 300-78-0032
NOTE 46p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Access to Education; Adult Vocational Education; *Agency Cooperation; *Coordination; Educational Cooperation; *Educational Research; Education Work Relationship; Institutional Cooperation; Program Effectiveness; Relevance (Education); *Research Coordinating Units; *Research Projects; Secondary Education; Unemployment; Vocational Education; Youth Employment
IDENTIFIERS *National Center for Research Vocational Education; Requests for Proposals

ABSTRACT

This report chronicles the continuing joint efforts of several state research coordinating units (RCUs) and the National Center for Research in Vocational Education between July 24, 1979, and February 1, 1982, to develop multi-state, multi-year programs of study. These activities are summarized: general planning of the collaborative studies; preparing for RCU involvement; developing coordinated plans for each program area; sharing coordinated plans with the RCUs; further planning in one of the study areas (vocational education effectiveness); communicating progress and monitoring status; release of request for proposal; continued planning during the Sixteenth Annual Conference of the National Research Coordinating Unit Association; Telephone Conference on September 22, 1981; related developments during the fall 1981 meeting of the Southwide Research Coordinating Council; and reviews by mail and telephone conference of instruments for use in vocational education effectiveness study. Appendixes, amounting to over one-half of the report, include synopsis of three priority problems selected at general planning meeting (youth unemployment: education/work connection, validating vocational education effectiveness and assuring relevance of vocational programs, and vocational education accessibility to adults), correspondence, agendas, and requests for proposal for developing a model to measure secondary vocational education programs in Oregon. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED216095

PROMOTION OF COLLABORATIVE STUDIES AMONG RCUs

A Continued Chronology of Activities through 1981

Prepared by

Norman M. Singer

The National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio 43210

January 1982

CE 031 206

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

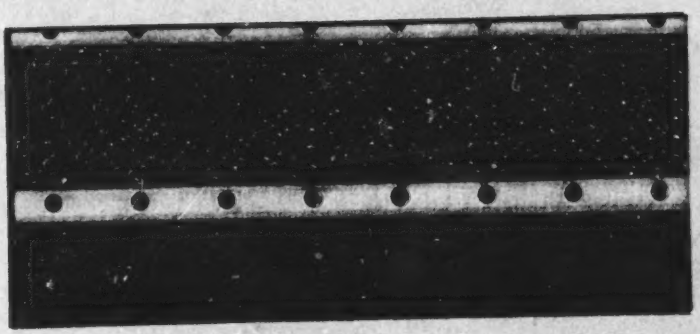
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Linda Pfister

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FUNDING INFORMATION

Project Title:	National Center for Research in Vocational Education, Dissemination and Utilization Function
Contract Number:	300780032
Project Number:	051MH10012
Educational Act Under Which the Funds Were Administered:	Education Amendments of 1976, P.L. 94-482
Source of Contract:	U.S. Department of Education Office Of Vocational and Adult Education Washington, DC
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Executive Director:	Robert E. Taylor
Disclaimer:	This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

FOREWORD

The National Center for Research in Vocational Education has worked with the state research coordinating units (RCUs) on cooperative endeavors since 1967 when development began on a nationwide information services network linked to ERIC (Educational Resources Information Center). One example of this cooperation was a seven-state study of target audience needs which provided findings that later influenced the development of information databases, information analysis products, and information services.

The report describes the continuing joint efforts of several RCUs and the National Center to develop multi-state, multi-year programs of study. Such programs promise achievements which could not be reached by an individual state, nor in one year. The RCUs involved and the National Center are concerned with the problem areas as significant issues in each state and throughout the nation.

This report was prepared by Norman M. Singer with the cooperation of the National Research Coordinating Unit Association, its Executive Committee, and the Research Coordinating Units participating.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

TABLE OF CONTENTS

	Page
LIST OF FIGURES	vi
EXECUTIVE SUMMARY	vii
INTRODUCTION	1
CHRONOLOGY OF ACTIVITIES	2
General Planning of the Collaborative Studies	2
Preparing for RCU Involvement	3
Developing Coordinated Plans for Each Program Area	3
Sharing Coordinated Plans with the RCUs	4
Further Planning in One of the Study Areas	4
Communicating Progress and Monitoring Status	6
Release of Request for Proposal	7
Continued Planning During the Sixteeth Annual Conference of the National Research Coordinating Unit Association	7
Telephone Conference on September 22, 1981	8
Related Developments During the Fall 1981 Meeting of the Southwide Research Coordinating Council	9
Reviews by Mail and Telephone Conference of Instruments	10
APPENDIX A	13
RCU Executive Committee Meeting	13
APPENDIX B	14
Synopis of Selected Priority Problems, Objectives and Outcomes	14
APPENDIX C	15
Letter from Gregory G. Morrison, President of National RCU Association	15
APPENDIX D	16
Letter from Robert E. Taylor, Executive Director, National Center	16
APPENDIX E	17
Multi-State, Multi-Year Cooperative Research Efforts with State Research Coordinating Units: Tactical Planning Conference	17
APPENDIX F	18
RFP entitled: "To Develop a Model for Effectively Measuring Secondary Level Vocational Education Programs in Oregon"	18

APPENDIX G. 19

Collaborating States Meeting 19

APPENDIX H. 20

Letter from Eugene T. Vinarskai to Norman M. Singer. 20

APPENDIX I. 21

Agenda for Multi-State/Multi-Year "Effectiveness" Study Breakfast Meeting and related worksheets. 21

APPENDIX J. 22

Letter from Thomas R. Owens to Norman M. Singer. 22

LIST OF FIGURES

		Page
Figure 1.	Effectiveness of Vocational Education.	5
Figure 2.	Projected Study Phases	5
Figure 3.	Study Schedule	6

EXECUTIVE SUMMARY

The National Center for Research in Vocational Education has continued to serve a facilitative role after initiating the planning by state research coordinating units (RCUs) for collaborative studies in three problem areas -- youth unemployment, program effectiveness, and access for adults. The objective of this planning effort was to develop a plan which projected the use of the combined talents, funding, and in-kind resources of RCUs to accomplish research which could not be undertaken by one one state or in one year.

The RCU Executive Committee developed initial plans for multi-state, multi-year programs of study and sought self-nomination by state RCUs for participation in the programs. Participating states met with the National Center staff to plan a series of projects in each program area. Representatives of planning groups for each problem area presented a description of the study program plan to other RCU personnel at the annual conference of the National Research Coordinating Unit Association. The National Center staff continued to meet with participants in the program and has provided particular technical assistance to the several states and RCUs involved in the major study of vocational education program effectiveness.

During 1981 the National Center conducted further planning meetings, arranged and coordinated multi-state telephone conferences, cooperated in joint reviews of a request for proposal released by one cooperating RCU, reviewed the proposals submitted in response, and linked germane information resources from the National Center and other agencies to technicians developing instruments for the effectiveness study.

Reports on the interim status of the study of vocational education effectiveness and the study of alternative delivery approaches have been planned as presentations during the Seventeenth Annual National Research Coordinating Unit Association Conference on March 30 through April 2, 1982.

The cooperative studies conducted by RCUs and facilitated by the National Center eventually will demonstrate the feasibility of voluntary collaboration among states on program improvement problems. This approach promises a viable and precedent setting course of action for solving problems of national significance in vocational education.

INTRODUCTION

During the past four years the National Center has been responsible for providing leadership to the state research coordinating units (RCUs). The responsibility has been included in the overall liaison between the National Center's Dissemination and Utilization Program and the research coordinating units through their Executive Committee To a great extent the National Center has collaborated with the research coordinating units in a variety of ways and has provided leadership to them by facilitating and coordinating the sharing of information, by joint planning among RCU and National Center staff, by exchanging technical data (especially regarding the study of dissemination impact), by sponsoring around dissemination issues, by sponsoring the Executive Committee's planning meetings conducted at the National Center, and by providing forms of training and assistance in areas of major concern.

The Executive Committee for the National Research Coordinating Unit Association and the National Center staff have engaged in discussions which have illuminated the need for individual research coordinating units to share the efforts in researching major problems in vocational education. RCU directors as well as National Center staff recognized that the shared investigation of common problem areas could result in much greater cost-effectiveness, stronger research results, and considerable change in the level of collegial interaction among the research coordinating units and the National Center for Research in Vocational Education. The Executive Committee of the National Research Coordinating Unit Association welcomed the suggestion that the National Center staff would serve to promote and facilitate collaborative research and to proceed with joint planning for that purpose.

Three problems of major concern to vocational educators were identified at an initial planning session described in this report. This early session projected an important research collegiality among the RCUs and the National Center.

CHRONOLOGY OF ACTIVITIES

The National Center for Research in Vocational Education has served in an initial catalytic role by capacitating the planning among state research coordinating units (RCUs) for collaborative studies, and in a subsequent facilitative role in support of their work. This has included assisting the NKCUA Executive Committee to develop general plans for collaborative studies, convening RCU personnel from states interested in collaborating on studies in three problem areas, providing information and other supports for planning sessions, arranging and coordinating telephone conferences among states, and providing technical assistance to one of the collaborative studies. The National Center has facilitated communications and planning among states at diverse meetings and events related to the collaborative studies.

It was deemed appropriate to organize this second report like the first--as a chronology of activities related to promoting collaborative studies by RCUs. This report represents a continuation of the earlier report and, like the first, does not seek to describe the actual progress on the substantive problem areas. Substantive progress will be reported more appropriately through other channels by the various projects as they are conducted and eventually completed under sponsorship of RCUs.

This report provides a brief chronicle to summarize the significant developments which occurred between July 24, 1979 and February 1, 1982. It may serve well as documentation of an approach that can be used in planning for future collaborative activities involving the same or similar agencies.

General Planning of the Collaborative Studies

The RCU Executive Committee met at the National Center on July 24-26, 1979, to develop initial plans for multi-state, multi-year programs of studies toward the solution of substantive issues, problems, and/or questions in vocational education. The participants (Appendix A) developed a plan of action which projected the use of combined talents, funding and in-kind resources of RCU personnel to accomplish research efforts that an individual state would be unable to accomplish alone.

Three major problem areas were identified through a systematic review of Federal legislative and administrative priorities, recent national surveys of research needs, and individual input by participants. The problem areas, synopses of which are attached (Appendix B), were:

1. Youth Unemployment: Education/Work Connection
2. Validating Vocational Education Effectiveness and Assuring Relevance of Vocational Programs
3. Vocational Education Accessibility to Adults.

The general plan for research of each problem area included definitive statements of the problems or issues, a rationale, some major objectives, and expected outcomes.

It was decided that the RCU Executive Committee would seek self-nomination by states to the problem areas, followed by a planning conference at which participants would develop coordinated plans for projects in each problem area. The National Center would serve a catalytic role with the RCU Executive committee, communicating the plans to the state directors of vocational education, convening the problem area groups for initial planning, and reporting progress at appropriate meetings.

Preparing for RCU Involvement

The president of the National RCU association corresponded with all RCU directors, describing the planned activities and asking for self-nomination to participate in the efforts (Appendix C). The executive director of the National Center outlined the projected activities and potential roles and responsibilities in a letter to state directors of vocational education (Appendix D). Subsequent self-nominations were reviewed by the RCU Executive Committee at the National Dissemination and Utilization Conference in Columbus on October 12, 1979. In preparation for a planning conference for the participants, the National Center (1) conducted literature searches in each problem area, (2) synthesized findings of various studies, (3) arranged for the participation of appropriate National Center program staff, and (4) arranged for conference facilities.

Developing Coordinated Plans for Each Program Area

The National RCU Association president described the collaborative studies as "...the most unique, challenging, and exciting venture ever undertaken by the National RCU Association..." in his opening remarks prepared for the planning conference at the National Center on February 12-14, 1980. This conference involved representatives of self-nominated research coordinating units, key professional staff from all National Center Divisions, and members of the Dissemination and Utilization Program Staff:

State Research Coordinating Units

Arizona
Ken Gabbert

Florida
Margaret Ferqueron
Dave McOuat

Illinois
Richard Hofstrand

North Carolina
Fred Manley

Ohio
Bob Balthaser

Oklahoma
Don Frazier

Oregon
Darrell Ward

Pennsylvania
Jim Lewis

South Carolina
Maria Smoak

West Virginia
Roy Thomas

Wisconsin
Roland Krogstad
Merle Strong
Orville Nelson

National Center

Bill Ashley	Dick Miguel
Juanita Bice	Marla Peterson
Bob Darcy	Frank Pratzner
Ron Denison	Bob Roehrich
Marion Johnson	Earl Russell
Janet Kiplinger	Jill Russell
Art Lee	Norm Singer
Morgan Lewis	Hall Starr
Aubrey Long	Robert Taylor
Joel Magisos	Lloyd Temme
Floyd McKinney	Patricia Veasey
Donna Mertens	Cathy Warmbrod
	Pat Winkfield

The National Center staff participants listed above were recommended by the Associate Directors of each National Center division as appropriate resource consultants to help RCU planners address each of the selected problem areas. National Center participants were involved in an orientation session prior to the planning conference. The literature reviews that had been developed by the National Center staff in preparation for the conference were distributed to the RCU participants for use in the planning sessions. The RCU participants at the conference worked with National Center staff to further define the probelms areas and to:

1. Establish objectives for each study, including a refinement of previously-developed goals and the creation of specific objectives for each project phase

2. Describe the products and outcomes of each project

3. Describe the dissemination strategy for each product

4. Develop a project management plan with clearly-defined responsibilities

5. Describe the next steps for each project.

The agenda of the conference is attached (Appendix E).

Sharing Coordinated Plans with the RCUs

The plan for each problem area was presented at the National RCU Association conference at Hilton Head, South Carolina on March 12, 1980. An opportunity was afforded to discuss the plans.

Further Planning in One of the Study Areas

Subsequent to a discussion at the RCU Executive Committee meeting in Columbus on September 2-4, 1980, National Center staff worked with Oregon RCU staff in Salem to refine the strategy for the effectiveness problem area. This refinement included a paradigm of the study and a program phasing plan (figures 1, 2, and 3).

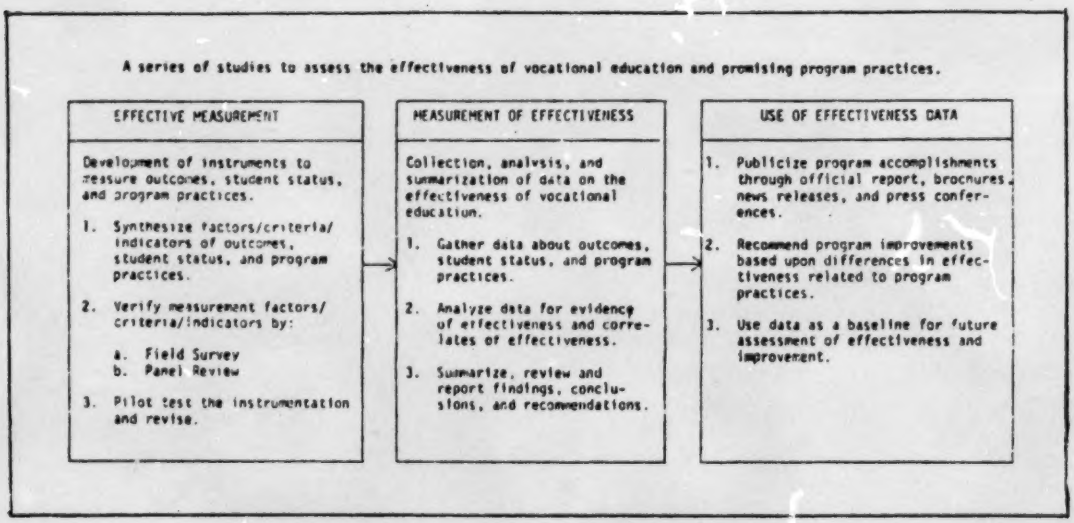

A series of studies to assess the effectiveness of vocational education and promising program practices.
EFFECTIVE MEASUREMENT
Development of instruments to measure outcomes, student status, and program practices.
1. Synthesize factors/criteria/indicators of outcomes, student status, and program practices.
2. Verify measurement factors/criteria/indicators by:
a. Field Survey
b. Panel Review
3. Pilot test the instrumentation and revise.
MEASUREMENT OF EFFECTIVENESS
Collection, analysis, and summarization of data on the effectiveness of vocational education.
1. Gather data about outcomes, student status, and program practices.
2. Analyze data for evidence of effectiveness and correlates of effectiveness.
3. Summarize, review and report findings, conclusions, and recommendations.
USE OF EFFECTIVENESS DATA
1. Publicize program accomplishments through official report, brochures, news releases, and press conferences.
2. Recommend program improvements based upon differences in effectiveness related to program practices.
3. Use data as a baseline for future assessment of effectiveness and improvement.

Figure 1. Effectiveness of Vocational Education

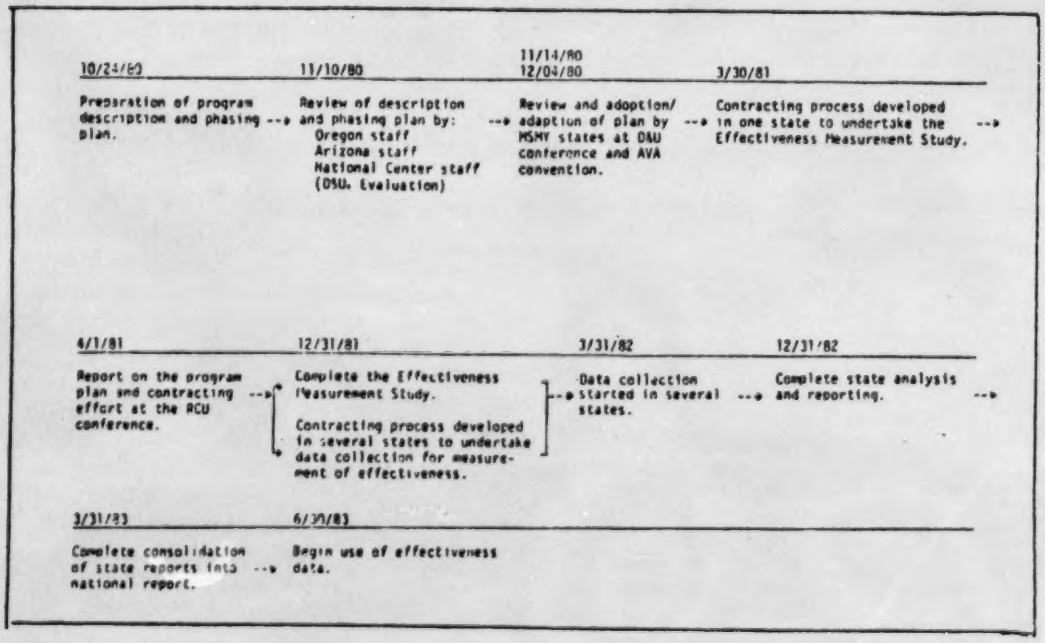

10/24/80
Preparation of program description and phasing plan.
11/10/80
Review of description and phasing plan by:
Oregon staff
Arizona staff
National Center staff
(OSU. Evaluation)
11/14/80
12/04/80
Review and adoption/adaption of plan by MSMY states at OSU conference and AVA convention.
3/30/81
Contracting process developed in one state to undertake the Effectiveness Measurement Study.
6/1/81
Report on the program plan and contracting effort at the RCU conference.
12/31/81
Complete the Effectiveness Measurement Study.
Contracting process developed in several states to undertake data collection for measurement of effectiveness.
3/31/82
Data collection started in several states.
12/31/82
Complete state analysis and reporting.
3/31/83
Complete consolidation of state reports into national report.
6/30/83
Begin use of effectiveness data.

Figure 2. Projected Study Phases

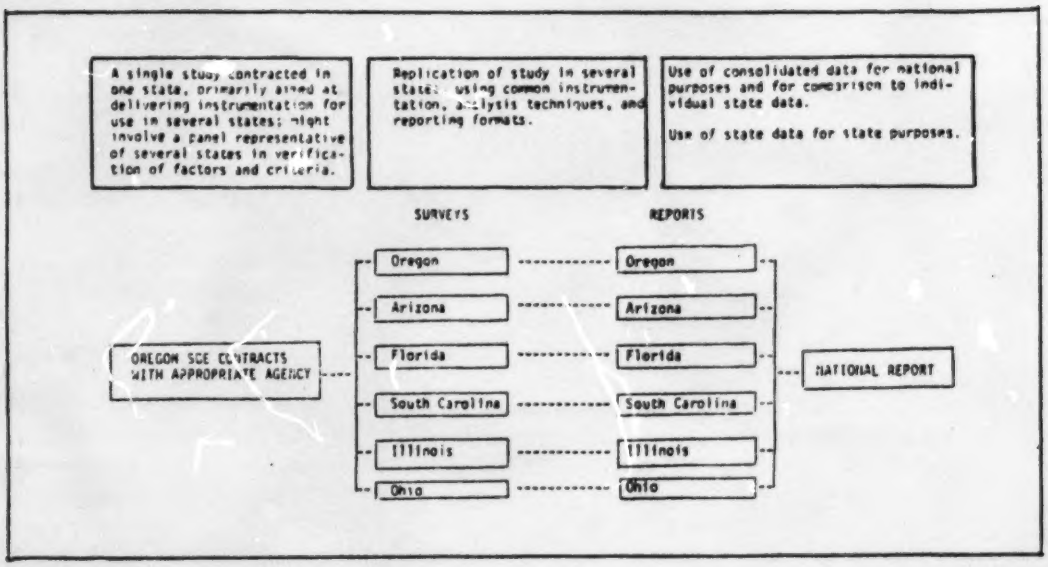

A single study contracted in one state, primarily aimed at delivering instrumentation for use in several states; might involve a panel representative of several states in verification of factors and criteria.
Replication of study in several states using common instrumentation, analysis techniques, and reporting formats.
Use of consolidated data for national purposes and for comparison to individual state data.
Use of state data for state purposes.
SURVEYS
REPORTS
OREGON SCE CONTRACTS WITH APPROPRIATE AGENCY
Oregon
Arizona
Florida
South Carolina
Illinois
Ohio
Oregon
Arizona
Florida
South Carolina
Illinois
Ohio
NATIONAL REPORT

Figure 3. Study Schedule

The new plan was presented to the Oregon state director of vocational education and his key staff in a special meeting. The new plan received favorable consideration, but a key concern was whether another state would make a commensurate project commitment, too. In a subsequent conference call with the Arizona RCU, this fact of a matching commitment was confirmed. Subsequently, the Oregon RCU was to develop a request for proposal (Appendix F) for the design phase of the effort. The National Center staff was to convene other study participants attending the national dissemination and utilization conference to assess the extent of continuing commitment by other RCUs.

Communicating Progress and Monitoring Status

The National Center reviewed the collaborative study concept with participants in a meeting during the national D&U conference held in Columbus on November 13, 1980 (Appendix G). It was explained that the multi-year, multi-state efforts would be comprised of independent studies funded by different states, which taken together would solve a larger problem than could be undertaken by one state alone.

The design and plan for the effectiveness problem area was shared with the group. Reactions to the design and plan were generally favorable; however, a range of concerns were expressed, including:

1. Need for a clearer statement of the problem, definition of terms, and statement of purpose

2. Reservations about some earlier work upon which the current work might be based

3. Need for instrumentation, but reservations about data load on schools

4. Concern about audiences for the findings

5. Questions about compatibility of definitions between states

There was concensus that Oregon should proceed with its design phase. Arizona and Florida were prepared to commit resources for later phases of the study of effectiveness.

It was reported that four or five states were proceeding with the study of the alternate delivery systems problem area. Pennsylvania and Wisconsin had already begun work on the study of the youth unemployment problem area. A PERT had been developed, a state of the art paper was under development, and there were plans for a matrix of exemplars.

Release of Request for Proposal

A request for proposal, "To Develop a Model for Effectively Measuring Secondary Level Vocational Education Programs in Oregon," was developed by the Oregon RCU and reviewed by National Center staff (Appendix F). Based upon the review, the RFP was revised, cleared and released by the Oregon RCU through the state department of education and released on February 19, 1981. Proposals received in response to the RFP were received and reviewed by a panel of representatives from collaborating states and from the National Center for Research in Vocational Education. The projected schedule of events from release of the RFP through the proposal review and award of contract is shown in Appendix H.

Continued Planning During the Sixteenth Annual Conference of the National Research Coordinating Unit Association

On April 2, 1981, National Center staff sponsored a special meeting of participants in multi-state, multi-year studies. Held during the Sixteenth Annual Conference of NRCUA, the meeting was guided by a set of planning materials (Appendix I) prepared by the National Center in collaboration with the Oregon RCU. This special meeting involved the following people:

R. D. Balthasar, OH
Carroll A. Curtis, PA
Kenneth A. Gabbert, AZ
Roland Krogstad, WI
Dave McOuat, FL
Greg Morrison, SC
Peter Seidman, IL
Norm Singer, National Center
Jay Smink, National Center
Sheila Stone, OK
Bill Stock, MN
Eugene Vinarskai, OR
John Washburn, IL
Dee Wilder, TN

Marcia Miller, OVAE/USDE
Muriel Shay Tapman, OVAE/USDE

This meeting contributed to the progress of multi-state, multi-year studies by enabling participants to clarify issues and expectations among collaborators, by eliciting new commitments to participate in collaborative studies and by reaffirming the projected involvement of RCUs. The meeting also helped move the vocational education effectiveness study ahead via particular exchanges of critical information through the use of the materials prepared by the National Center to guide the business of the meeting and follow-through activities. During the meeting one state accepted the responsibility of further refining the statement of the research problem at hand. In general this meeting also afforded an opportunity for participants in the other studies to compare notes and discuss their progress.

The Education/Work Connection -- Effective Programming for Youth, an initial product resulting from the collaborative study concerning youth employability, was introduced to RCU personnel and copies of it were distributed by the Wisconsin RCU representative. The National Center staff subsequently incorporated this product into related activities of the National Center's Dissemination and Utilization Program.

Regarding the study concerning adult accessibility to vocational education in progress among the Florida, West Virginia, and North Carolina RCUs, a draft copy of conceptual planning materials was provided to participants for their consideration of draft concept papers and next steps during meetings of the Southwide Research Coordinating Council scheduled for May 1981 and October 1981.

Another outcome of this special meeting during the Sixteenth Annual Conference of the National Research Coordinating Unit Association was a consensus on the desirability and utility of engaging in multi-state telephone conferences that would be organized, coordinated, and sponsored by the National Center. In cooperation with the Oregon RCU and its contractor, plans were set to conduct several conference calls among the RCUs collaborating in the development of instruments for the first phase of the vocational education effectiveness study.

Telephone Conference on September 22, 1981

In cooperation with the Oregon RCU and the Northwest Regional Educational Laboratory, contractor to the Oregon RCU, the National Center scheduled and coordinated an extended telephone conference among participants in the multi-state, multi-year study to assess vocational education program effectiveness. The conference was previewed in a letter from the Northwest Regional Educational Laboratory to participants (Appendix J). Participants included the following:

R. D. Balthasar, OH
Ken Gabbert, AZ
Dick Hofstrand, IL
Dave McOuat, FL
Greg Morrison, SC
Marcia Miller, OVAE/USDE
Tom Owens, Northwest Lab
Peter Seidman, IL
Norm Singer, National Center
Eugene Vinarskai, OR

Tom Owens of the Northwest Regional Educational Laboratory, the director of the instrumentation project under contract to the Oregon RCU, was introduced to the conference call participants. Owens gave a status report on the project explaining the process of completing the literature review of effectiveness indicators and the measurement of effectivenss. Owens acknowledged the reviews, contributions, and suggestions provided by the National Center during development of the literature review.

Owens and Vinarskai further explained that the first meeting of the Oregon steering committee has been held on September 17, 1981 and that a draft set of effectiveness indicators had been distributed to participants in the study for thier joint review and recommendations regarding relative importance of the indicators. Owens previewed next steps in conceptualizing a model for measuring effectiveness using a model developed in South Carolina as an exemplar.

The Oregon RCU director reviewed the major steps in the project (See figure 3) and recommended that an interim report be provided during the next NRCUA conference scheduled for April, 1982. Future direction of the collaborative study will be given consideration at that time, as well.

Several important topics arose during the telephone conference. One important issue discussed was the need to achieve consensus among the participant RCUs regarding techniques for administering the instrument. Owens agreed to seek this consensus while eliciting reviews of the draft instrument and through continuing discussions among participants in the study. Another important issue concerned the appropriate target audiences to whom the instruments should be administered.

The group agreed that a follow-through telephone conference would be arranged and sponsored by the National Center when the Oregon RCU and Northwest Lab staffs required group consideration of instrumentation drafts.

Related Developments During the Fall 1981 Meeting of the Southwide Research Coordinating Council

During the October 5 through 7, 1981, meeting of the Southwide Research Coordinating Council, Dave McOuat of the Florida RCU reported on the multi-state, multi-year study on alternative approaches to enhance accessibility in vocational education. Florida, North Carolina, and West Virginia are participating in this effort.

McOuat shared a draft paper discussing the concepts inherent in this collaborative study and requested comments in reaction to the paper. Participants envisioned that a common survey instrument that can be used by other states will be required. Group discussion also led to consensus that this multi-state, multi-year project will need to design an approach for describing the advantages and disadvantages of various strategies to be considered for improving accessbility in vocational education. McOuat sought the participation and extended involvement of other interested states not yet subscribing to this study.

Reviews by Mail and Telephone Conference of Instruments

On October 16, 1981, Tom Owens of the Northwest Regional Educational Laboratory released to collaborators in the vocational education effectiveness study the drafts of instruments to be implemented later. Owens requested that direct reactions and suggestions for major changes be submitted to him no later than Friday, October 23, 1981.

Owens projected that revision to the instruments based on collaborators' recommendations would be made so that pilot testing of the instruments could occur beginning on October 26, 1981.

Subsequently, another major telephone conference was scheduled and planned collaboratively by the Oregon RCU and the Northwest Regional Educational Laboratory. The conference call, sponsored by The National Center for Research in Vocational Education and conducted during a two and one-half hour period on December 10, 1981 included the following persons:

R. D. Balthasar, OH
Ken Gabbert, AZ
Dick Hofstrand, IL
Dave McOuat, FL
Marcia Miller, OVAE/USDE
Greg Morrison, SC
Tom Owens, Northwest Lab
Peter Seidman, IL
Muriel Shay-Tapman, OVAE/USDE
Norm Singer, National Center
Jay Smink, National Center
Eugene Vinarskai, OR

After a brief orientation and introductions of conference call participants, Tom Owens sought particular reactions to the draft instruments he had mailed to collaborators. There was extensive discussion and joint consideration of each of the draft instruments during this extended conference.

During a later phase of the group discussion, Owens turned attention to the vocational education effectiveness model itself. Individual RCU representatives commented on aspects of the model and how it might be perceived and applied in their respective states.

The Oregon RCU directors described plans to move ahead with a sole source contract with the Northwest Regional Educational Laboratory for administering the instruments to a sample within Oregon. The Oregon representative asked for confirmations of commitments from other states to continue the collaboration on this multi-state, multi-year study so that the benefits of the study might accrue to all involved on a nationwide basis. Other states involved were asked to reassess what their continuation role will be. Various RCU representatives commented on their continuing commitment as well as particular situations in their own states.

The Oregon RCU director again previewed the opportunity afforded during the next NRCUA conference to present current progress on this study to the

other NRCUA colleagues as work proceeds to administer the instruments in the states involved.

The representative from the Office of Vocational and Adult Education suggested that the federal office be contacted to arrange further conference calls related to this multi-state, multi-year study. Other participants in this telephone conference inquired regarding the availability of support from the OVAE for continuation of the collaborative study.

APPENDIXES

Appendix A

RCU Executive Committee Meeting
Columbus, Ohio; July 24-26, 1979

Participants

Gregory Morrison	South Carolina
Dee Wilder	Tennessee
Richard Ruff	Arizona
Roland Krogstad	Wisconsin
William Barnes	Colorado
Fred Haddad	Connecticut
Fred Manley	North Carolina
Joel Magisos	National Center
Juanita Bice	National Center

Appendix B

Synopsis* of Selected Priority Problems,
Objectives and Outcomes

Problem 1: Youth Unemployment: Education/Work Connection

Approximately half of the nation's unemployed are under the age of 25. Vocational education needs to expand and restructure programs to provide these individuals with marketable skills which will equip them to enter the work force.

Objectives of the proposed effort would include (1) to identify factors which contribute to youth unemployment in rural and urban areas; (2) to develop strategies for eliminating barriers to youth participation in vocational programs and; (3) to develop alternative delivery systems and coordination mechanisms for increasing youth participation rates.

Anticipated outcomes would include an analysis of the barriers to youth participation in vocational skill training programs and specific strategies for the elimination of those identified barriers. Strategies would include the (1) development of alternative delivery systems, (2) expanded guidance and job development programs, (3) cooperative efforts with CETA, business and industry and (4) suggested program modifications to meet the needs of youth for skill training.

Problem 2: Validating Vocational Education Effectiveness and Assuring Relevance of Vocational Programs

As the nation moves into the '80s, major decisions must be made which will affect the future of vocational education and it's mission. These decisions will include legislative enactments, attempts to find solution to social problems, as well as, the most effective ways to train our citizenry. In making these decisions it is imperative that the effectiveness of vocational education be determined through a multi-state, multi-year study, incorporating such factors as employer/employee satisfaction, economic benefits, job competencies, and placement. The contribution of this study will yield benefits to Vocational planners, program developers and evaluators.

The objectives of this study will include the development of a program plan and procedures for validating the effectiveness of vocational education and assuring program relevance. Indicators of success will then be correlated to program impact, and delivery strategies developed for decision-makers at the national, state and local levels.

The study will result in the formulation of strategies and procedures to evaluate vocational program relevance and effectiveness, improve vocational education legislation, assist in alleviating social problems through the development of viable vocational training programs, and will serve as a catalyst for the improvement of vocational programs.

Problem 3: Vocational Education Accessibility to Adults

Barriers currently exist which greatly limit the accessibility of vocational education to our adult citizens. The purpose of this effort is to address alternative packaging and delivery approaches of vocational education for adults. The effort is broad in scope -- emphasizing not only retraining and upgrading programming but also supportive services needed by adults.

Among the results of this effort will be a catalog of exemplary delivery systems, a trained cadre of resource personnel and the establishment of demonstration sites.

*A more detailed statement of the problems, objections and outcomes is available.

JWB

Appendix C

National RCU Association

Jerry Harrison, President
Joe Gribbs, Vice President
Buck Ruff, Secretary Treasurer

September 14, 1979

Dear RCU Director:

Impact, accountability, "telling the story", are all common terms, frequently heard by vocational educators across the nation. Everyone is affected by them in one way or another and everyone is tending to them in some way, and in most cases their own way and independently.

The National RCU Association Executive Committee agreed to initiate an effort that will maximize the use of RCU resources (personnel, time, and money), experience, and capabilities to address some national issues and problems affecting vocational education. Through carefully coordinated planning and the involvement of several states, all directing their resources toward a common goal, it will be possible for vocational educators and researchers to demonstrate the impact and effect of vocational education on a large scale.

In late July the Executive Committee was invited to the National Center for Research in Vocational Education (NCRVE) to discuss the feasibility of a coordinated multi-state/multi-year project venture for RCU's. The results of the three day session were:

1. The identification and selection of three common issues/problems affecting vocational education reflected in the following topical descriptions.

   a. Validating Vocational Education Effectiveness and Assuring Relevance of Vocational Programs

   b. Youth Unemployment: Education/Work Connection

   c. Vocational Education Accessibility to Adults

2. An initial plan for each project consisting of:

   a. Mission/problem statement

   b. Project objectives

   c. Statement of expected outcomes

3. A method for coordinating the project planning and administration effort.

See Attachments 1-3.

We think you will want to participate in this venture if you can. Carefully consider the importance of the effort and the benefits you and vocational education can derive from the project(s). In no way should this effort be considered a consortium, whereby money is transferred from one state to another. Each participant will use its own resources and conduct a part of the project in accordance with the project coordination plan.

Attachment 4 is a form which will aid you in deciding whether or not to participate in the endeavor and provides a means by which you may nominate your state as a participant in this effort.

Because of the facilitative role of the NCRVE in this effort, Dr. Robert Taylor, Executive Director of NCRVE will be sharing the plans developed during the July meeting, with the State Directors of Vocational Education at their national conference September 25-27, 1979 in Scottsdale, Arizona. Dr. Taylor will emphasize the importance and value of these cooperative inter-state efforts and will indicate the resources the NCRVE will offer.

I encourage you to discuss this matter with your State Director before and after the state directors conference to secure the support necessary to make you a viable and active participant. I trust that you will help us demonstrate to vocational educators, legislators, and the public, that the RCU's are interested, willing, and capable of cooperative and collaborative efforts at the state, regional, or national level.

Help us, help yourself, help vocational education. Get involved. Be active. We need you.

SEND YOUR NOMINATION FORM TO ME NO LATER THAN OCTOBER 5, 1979.

My address is: Mr. Gregory G. Morrison
Office of Vocational Education
1429 Senate Street, Room 916
Columbia, South Carolina 29201

You will note that the October 5, 1979 deadline only gives you a few days to get your nomination in the mail. The Executive Committee is planning to review nominations at a committee meeting immediately following the National Dissemination and Utilization Conference in Columbus, Ohio, October 9-11, 1979.

If you have questions call me at (803) 758-2358 or any of the numbers of the Executive Planning Committee (list attached).

Sincerely,

Gregory G. Morrison, President
National RCU Association

Enclosures

15-2

Appendix D

September 26, 1979

The Executive Committee for the National RCU Association met with the National Center for Research in Vocational Education staff to collaboratively develop a plan for attacking on an interstate basis some of the major problems in vocational education. The purpose of this communication is to inform you of the joint planning effort so that you may determine the potential involvement of your state.

Three problems of major concern to vocational educators were identified at the planning session. A synopsis of the problems is attached. The plan projects the use of combined talents, dollars, and time of RCU and National Center personnel to work toward the solution of these problems.

It is conceivable that on each of the three selected problems four to six states might each develop projects which fit into a coordinated plan. The plan would be designed to draw on the contribution of each state to solve the larger problem.

The process recommended by the planners for identifying and selecting states to participate was one of self nomination based on state interest or current efforts in one of the problem areas. The State RCU Directors will be receiving a communication from the President of the RCU Association, Greg Morrison, South Carolina. Greg will outline the collaborative planning efforts and will make the request for self nomination.

Please feel free to share with me your recommendations or concerns for this activity.

Sincerely,

Robert E. Taylor
Executive Director

Enclosure

Appendix E

OSU

The Ohio State University

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210

Phone: 614-486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

Multi-State, Multi-Year Cooperative Research Efforts with State Research Coordinating Units: Tactical Planning Conference

February 12-14, 1980

AGENDA

Tuesday, February 12	1960 Kenny, Room 1-C
8:30 a.m.	Welcome and Introductions
8:45 a.m.	Objectives/Procedures/ Outcomes of Meeting
9:15 a.m.	Overview/History of Cooperative Effort
9:30 a.m.	National Center Involvement and Commitment
9:45 a.m.	Break
10:15 a.m.	State Involvement and Commitment: Alternative Strategies, Constraints and Limitations
12:00 noon	Lunch--Room 1-A
1:00 p.m.	Introductions of RCUs and the National Center staff
1:30 p.m.	Review of Selected Issues/ Topics
1:45 p.m.	Procedures for Developing Coordination Plans

Tuesday, February 12, Cont'd.

2:15 p.m.	Identification of Macro-Concerns within the Issues (small groups-Rooms 1-B & C)
3:30 p.m.	Reports of Macro-Concerns (total group--Room 1-C)
4:00 p.m.	Interaction with National Center staff (on your own)
4:30 p.m.	Transportation to Stouffer's Inn (OSU van)

Wednesday, February 13	1960 Kenny, Rooms 1-A/B/C
8:00 a.m.	Transportation to 1960 Kenny
8:30 a.m.	Review of Procedures/Charge for the Day (total group--Room 1-C)
8:45 a.m.	Development of Flow Chart of Activities (small groups--Rooms 1-A/B/C)
9:45 a.m.	Break
10:45 a.m.	Continue Development of Coordination Plans (small groups)
11:30 a.m.	Progress Report by Groups (total group--Room 1-C)
12:00 noon	Lunch - Room 1-A
1:00 p.m.	Continue Planning (small groups--Rooms 1-A/B/C)
3:30 p.m.	Progress Report by Groups (total group--Room 1-C)
4:30 p.m.	Transportation to Stouffers' Inn (OSU van)

Thursday, February 14

7:30 a.m.	Group Breakfast with Dr. Robert Taylor-- Stouffer's Inn, Canterbury Room
8:30 a.m.	Transportation to 1960 Kenny
9:00 a.m.	Finalize Flow Charts (small groups--Room 1-A/B/C)
10:45 a.m.	Break
11:00 a.m.	Determine Roles and Responsibilities with Respect to Components of Coordination Plan (small groups)
12:00 noon	Lunch - Room 1-A
1:00 p.m.	Travel Forms/Procedures (RCU Directors only)
1:15 p.m.	Critique of Coordination Plans, Role, Responsibilities (total group--Room 1-C)
2:30 p.m.	Break
2:45 p.m.	Refinement of Coordination Plans (small group--Rooms 1-A/B/C)
3:45 p.m.	"Next Steps" (total group--Room 1-C)
4:00 p.m.	Adjournment

Appendix F

(Pages 1, 2, 3, 9, 10, 11, 12, 13, 14, 16, and 17 deleted)

January 12, 1981

TO: Secondary School District Superintendents
Secondary School Principals
Secondary School District Directors of Career/Vocational Education
Education Service District Superintendents
Regional Coordinators of Career/Vocational Education
Select Consultants

Attached is an RFP for your information and review entitled:

"To Develop a Model for Effectively Measuring Secondary Level Vocational Education Programs in Oregon"

For additional information, contact Eugene T. Vinarskai, Coordinator of Vocational Education Applied Research and Exemplary Programs, Program Planning and Evaluation Unit, Oregon Department of Education, 378-2717 or the toll free number 1-800-452-7813.

Monty E. Multanen
Director
Career and Vocational Education

Donald E. Egge
Associate Superintendent
Instructional Services

Enclosures

REQUEST FOR PROPOSAL

RE: Notice of Request for Proposal (RFP) "To Develop a Model for Effectively Measuring Secondary Level Vocational Education Programs in Oregon"

1. The purpose of the project to be funded through this RFP is to develop pilot test and deliver instrumentation to be used in Oregon and several other states, which will enable state agencies to effectively measure secondary level vocational education program practices, outcomes when correlated with student status. Also, to conduct the actual survey of Oregon and prepare a summary report.

   The project must:

   a. Design, field test instrumentation to enable a state to gather data which will effectively measure and document statewide secondary vocational education program practices and outcomes when correlated with student status.

   b. Actively involve representation from several states in verification of effectiveness factors and criteria.

   c. Identify practical, effectiveness measurement strategies on secondary vocational education programs which are cost effective.

   d. Utilize the effectiveness measurement strategies delineated in conjunction with implementing and completing a survey of appropriate secondary level groups in Oregon. (See Appendix F for a list)

   e. Analyze data and prepare a summary report.

2. In addition to one above, a through e, proposals need to address matters such as:

   a. Margin of error which would be acceptable for use during the survey.

   b. Practical description of the statistical methods followed in the compilation of summary tables from the primary data.

   c. Distinction between sampling and nonsampling errors.

   d. Cost of the survey under such cost centers as development work, field investigations/testing, analysis, data processing, report preparation and distribution.

   e. Program and student variables to be considered and appropriately included in the survey of select Oregon groups.

3. The following products must be submitted to the Oregon Department of Education:

   a. Twenty-five copies of a tested, efficient model, for effectively measuring secondary level vocational education programs in Oregon,

adaptable or adoptable to a variety of other State Departments of Education. The model must include detailed components such as effectiveness factors/criteria, instrumentation, implementation/conduct of survey, data analysis and cost effectiveness strategies. In addition, a summary report of an actual survey conducted of appropriate groups in Oregon. THIS DOCUMENT SHOULD BE SEPARATE FROM THE FINAL REPORT.

b. Ten copies of the final report, prepared according to Oregon Department of Education special report guidelines.*

---

* See Oregon Department of Education "Guidelines for Preparation of Final Reports for Special Projects," 11/14/78.

4. One contract will be awarded in an amount not to exceed $20,000 for approximately a seven month project. The award will be announced no later than April 27, 1981. Project funds cannot be used for purchase of equipment or stipends for attending inservice. Indirect costs may be requested in the proposal at the Rate Approved by the Department of Education, if such an indirect rate is currently on file for the agency; or for a maximum of eight percent of total project costs.

5. The project may commence as early as May , 1981 and continue up through November 30, 1981.

6. The grant award will be based on the content of the proposal in keeping with the following criteria. Criteria are cross-referenced and weighed to the proposal components in Item 7.

   a. The proposal fully and clearly addresses the problem identified in the attached "Discussion Paper."

   b. The proposal fully and clearly describes the general design of the proposed project. The procedures specify how each goal will be accomplished and evaluated.

   c. The goals and/or objectives and activities of the project are clearly stated and attainable.

   d. Strategies and procedures, which will provide the required products, are clearly described.

   e. The proposal clearly describes how the nonprofit private school(s) will have a key role in planning, designing, and implementing the model.

   f. Provisions insure that all developed materials are free of bias or discrimination based on sex, race, ethnic background and religion, or physical or mental handicap.

   g. A plan, discussed with the Oregon Department of Education Vocational Education Dissemination Specialist, has been included which describes how project results and products will be demonstrated prior to project closure.

   h. Participating staff were involved in the planning and development of the project proposal.

   i. Personnel qualifications and experience are appropriate for the proposed program.

   j. The budget is appropriate and corresponds to the instructions in Item 4 on this page of the RFP.

   k. Project evaluation processes are clearly explained.

7. The proposal should include the components given below. Letters in parentheses refer to the criteria in Item 6. Point values are assigned to the proposal elements.

Proposal Components	Point Value
• Cover Page	0
• Body of the proposal, including:	
(1) A description of how the proposal will specifically address the problem identified in the RFP in a minimum number of words. (a)	13
(2) Project goals and/or objectives, and supportive activites. (b), (c), (e), (f), and (g)	27
(3) Description of products to be developed. (d)	15
(4) Identification of the manner in which the Oregon Department of Education will be involved.	0
(5) A procedure for project evaluation. (k)	5
• Identification and qualifications of project staff. (h)	15
• Identification of local commitment of staff time, facilities, and related services and support, with appropriate budget detailing such commitment. (i)	10
• Proposed budget including: (j)	15
- Personnel salaries and employee benefits.	
- Travel and per diem for project director, consultants, evaluator, etc.	
- Supplies.	
- Other purchased services, such as technical assistance staff, substitute or extra time for various staff, evaluator services, etc. (Explain in detail.)	
TOTAL.....	100

DISCUSSION PAPER

A major research question "What is the Effectiveness of Secondary Level Vocational Education Programs in Relation to Training and Social Goals?" are the ultimate perimeters for research to be incorporated into a unique, umbrella multi-state, multi-year project effort.

The following criteria were used in selecting this research question:

1. The need was universal.
2. It was of significant importance to vocational education.
3. It lended itself to the concept of a multiple state and multiple year effort.
4. The end product had the potential to serve as a valuable resource to decision-makers and influence decisions at the federal, regional, and state levels.

Six states, in cooperation with the National Center for Research in Vocational Education, are currently committed to examining this question. The states involved are Arizona, Florida, Illinois, Ohio, Oregon and South Carolina.

To date the following steps, related to the project, have transpired:

1. Refining of the research study.
2. Securing written commitment for involvement of above agencies.
3. Development of a conceptual model for the project.
4. Development of project phasing plan.

The purpose of this RFP is to secure a contractor, for a single study to be initially conducted in one state, primarily aimed at developing, field testing, and delivering project phase I instrumentation for use in several states and actually conducting the survey of select groups in Oregon. The instrumentation must produce data which will enable a state to effectively measure and document statewide, secondary vocational education program practices, outcomes when correlated with student status. (See Appendix G for conceptual model diagram.) Extensive research has already been done on this and related questions by Dr. Robert Darcy at the National Center for Research in Vocational Education, in Columbus, Ohio. Consequently, the lessons and products learned by the Ohio Center must be incorporated in this project.

krf
12/30/80

Survey Population	Total Number Statewide
State Department of Vocational Education Program Specialists	17
Secondary Level Vocational Education Cluster Instructors	1,313[1]
Oregon State Advisory Council for Career and Vocational Education	21
Secondary Level District Vocational Education Advisory Councils	163
Oregon State University Vocational Education Program Directors/Administrators	6
Parents of Vocational Education Cluster Students	48,719[2]

[1]Includes 399 parttime instructors; 914 fulltime instructors

[2]Based on 1.5 X number of 11th/12th grade students in vocational education

Appendix G

Collaborating States Meeting
Columbus, Ohio; November 13, 1980

Participants

Robert Balthaser	Ohio
Carroll Curtis	Pennsylvania
Kenneth Gabbert	Arizona
Nancy Hargis	Oregon
David McOuat	Florida
Stan Simpson	Florida
Sheila Stone	Oklahoma
Roy Thomas	West Virginia
Marcia Miller	ED/OVAE
Joel Magisos	National Center
Norman Singer	National Center

Appendix H

VERNE A. DUNCAN
STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

STATE OF OREGON

DEPARTMENT OF EDUCATION
700 PRINGLE PARKWAY SE
SALEM, OREGON 97310
AREA CODE 503
378-3569
Toll Free: 1-800-452-7813

April 16, 1981

Norman M. Singer
Senior Research and Development Specialist
The National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210

Dear Norm:

Just a note to thank you for agreeing earlier to serve as a member of the reading panel for proposals received in response to our request for proposal, memorandum number 40-1980-81, entitled, "To Develop a Model for Measuring Secondary Level Vocational Education Program Effectiveness in Oregon." I believe your contribution during this stage is crucial to the continuation of the entire MS/MY effort. I would like to share the schedule of activities outlined below relative to this RFP.

	Activity	Date
1.	Oregon Department of Education mailed RFP's to identified target audience.	February 19, 1981
2.	Postmark due date for proposals mailed in response to the RFP.	April 17, 1981
3.	Due date for proposals hand delivered in response to the RFP.	April 20, 1981
4.	Copies of proposals received in response to the RFP, along with a copy of the RFP and proposal technical review materials, are mailed to the reading panel.	April 27, 1981
5.	Reading panel members review materials, score each individual proposal utilizing a separate Proposal Technical Review Material Packet and mail them back to me for use in ranking the proposals and selecting a potential contractor.	May 6, 1981

NOTE: It is not necessary that you return the proposals to me, unless you desire to do so because of notations, etc. What I actually need is a separate, completed Proposal Technical Review Material Packet for each individual proposal. I would appreciate your returning the review materials to me via certified mail, to help insure and speed delivery.

6. Reading panel responsibilities are concluded at this time. May 6, 1981

7. Negotiation commences starting with the agency submitting the highest, numerically ranked proposal. May 18, 1981

8. Contractor selected and notified. May 21, 1981

9. Notice to MS/MY states, by mail, of agency selected. May 25, 1981

I appreciate your offer to assist. When the material arrives, please call if you have questions.

Best regards,

Eugene T. Vinarskai

Eugene T. Vinarskai
Education Program Supervisor
(503) 378-2717

kk

Appendix I

MULTI-STATE/MULTI-YEAR "EFFECTIVENESS" STUDY

BREAKFAST MEETING AGENDA

Thursday, April 2, 7:30 am

7:35 am	Norm Singer: The National Center	• Introduction to the limited purpose of the meeting
7:40 am	Eugene Vinarskai: Oregon Department of Education	• The RFP is out! A quick walk-through of highlighted copies
7:45 am	Norm Singer	• Orientation to worksheet: GROUNDWORK FOR SURVEY INSTRUMENTATION This worksheet requires information to enable the Oregon RCU to contract for a survey instrument which serves collaborative needs. The worksheet should be completed and given to Gene Vinarskai as soon as possible -- preferably this week.
7:50 am	Eugene Vinarskai	• How will you use this worksheet? Some examples of useful responses
8:00 am	Eugene Vinarskai and Norm Singer	• Orientation to worksheet: KEY ISSUES TO CONSIDER This worksheet lists issues which need immediate joint deliberation -- during this week's conference and/or via multi-state conference calls very soon.
8:05 am	Muriel Tapman and Marcia Miller: Office of Vocational and Adult Education	• Observations, comments
8:10 am		• Adjourn

NOTES

IMMS: 3/01

MULTI-STATE/MULTI-YEAR "EFFECTIVENESS" STUDY

WORKSHEET: KEY ISSUES TO CONSIDER

1. The survey instrument should be based on conceptual consistency among participating states -- to enable useful interpretation of data later. As the Oregon RCU starts work with a contractor, you need to communicate as much usable information as possible regarding WHAT YOUR STATE THINKS ABOUT VOC ED EFFECTIVENESS AND WHAT IT WANTS TO FIND OUT.

   The other worksheet enclosed is one way. How else will you get the important messages to Oregon at this MSMY study is launched?

2. This MSMY study will serve a critical need if it derives information Congress can use. What other audiences might use the findings? What further research hypotheses in your state might be capacitated when this MSMY study is completed? Official position of NRCUA?

3. The RFP Oregon has released details a 6 state involvement in the MSMY study. Who's still with us? What does each state commit itself to? What expenditures will be involved? Who will bird-dog in your state?

4. Are you prepared for the in-kind collaboration required in Phase One of the MSMY study? Will you gear up soon to conduct the survey later (12/31/81) in your state?

5. Consolidation of state results? (3/31/83) Who will do this consolidation? A special consultant team paid in part by each participating state? A contractor to one state?

6. When can other states get involved? About 12/31/81?

7. How can consistent analysis of state survey results be achieved among collaborating states? How can the same "lens" be used among the states as each interprets its data?

8. The National Center for Research in Vocational Education wishes to continue in its facilitating role. How might facilitation and coordination of communications best continue to serve your collaborative RCU study -- your MSMY study?

9, DETAIL OTHER ISSUES BELOW:

MSMY

MULTI-STATE/MULTI-YEAR "EFFECTIVENESS" STUDY

WORKSHEET: GROUNDWORK FOR SURVEY INSTRUMENTATION

Please give this worksheet priority consideration. Enter as much information as possible this week -- during the NRCUA Conference and give your sheet(s) to Gene Vinarskai. Use the second copy to enter later considerations and mail it directly to: Eugene Vinarskai, Coordinator, Applied Research and Exemplary Programs, Department of Education, 700 Pringle Parkway, S E, Salem, Oregon 97310 (Telephone: 503-378-2717).

PARTICIPATING STATE: NAME AND ADDRESS OF CONTACT PERSON:

INSTRUCTIONS: To design or select pilot test instrumentation, a collaborative perspective on effectiveness is needed right away. Toward this end please identify and describe in-state activities (research and/or development) which involve definitions, assumptions or implications regarding voc ed effectiveness.

Key reference: Oregon's RFP, "To Develop a Model for Measuring Secondary Level Vocational Education Program Effectiveness." See especially p. 4.

NAMES OF ACTIVITIES	BRIEF DESCRIPTIONS	IMPLICATIONS, DEFINITIONS, ASSUMPTIONS RE: "EFFECTIVENESS"	WHO MIGHT BE CONTACTED?

21-3

43

44

nms: 3/81

Appendix J

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

September 11, 1981

Norman M. Singer
Senior Research and Development Specialist
The National Center for Research
in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210

Dear Norman:

As you know, the Northwest Regional Educational Laboratory is working under a contract with the Oregon Department of Education to develop a model for measuring secondary level vocational education program effectiveness. We have recently completed a review of the literature and an examination of existing practices regarding secondary vocational education effectiveness and have identified numerous indicators of effectiveness. Some of these are indicators of a quality vocational education program while others are indicators of program outcomes for students or society. Since there are many more indicators than we can feasibly handle in developing prototype evaluation instruments, we need your assistance in helping us establish priorities among them. The priorities you and others identify will be used as we draft evaluation instruments for five groups: current vocational education students, staff, parents, employers and advisory councils. Although our contract excludes developing an instrument for vocational completers because existing instruments for that group already exist, we will use the information in developing a model for vocational education effectiveness.

The attached listing of outcomes and quality program indicators includes feedback we have received to date from several members of the RCU executive group at their recent meeting in Columbus, Ohio. After we have analyzed ratings from RCU directors and our Project Steering Committee, we will use the information to develop draft instruments for the five groups. We will mail these drafts to you together with a list of the lower rated indicators that were omitted in designing the instruments. At that time we would appreciate your critique of the draft instruments and will give you the opportunity to suggest that we add a particular indicator that received a relatively low mean rating if you feel strongly that it is a critical indicator. We will then take your review and comments into consideration in preparing the final draft copy of each instrument. These instruments will be pilot-tested and refined based on the results of the pilot test.

I am arranging through Norm Singer to have a joint conference call the week of September 21st with the six RCU directors cooperating in this project. Two policy issues we need your advise on, during the conference call, are (1) whether we should include SACVE directors for input into

the key vocational outcomes and (2) whether we should add legislators as an additional group to be surveyed through an evaluation instrument or simply include them as key users of the evaluation information. In addition, we can discuss any important outcomes of vocational education you feel we may have overlooked on the rating sheets.

We appreciate your contribution to this project and know that the final products will be improved as a result of your input along the way. If you have any questions, please feel free to call me at our toll free number 800-547-6339.

I look forward to receiving your ratings in the attached self-addressed envelope by September 25th.

Sincerely,

Tom

Thomas R. Owens
Associate Director
Education and Work Program

TRO:agr

Enclosures

cc: Gene Vinarskai

Thanks for your comments on our bibliography. I've ordered NCRVE publications you called to my attention. I'll be talking with you shortly regarding a conference call with RCU directors.